School Psychology Review
Volume 24, No. 4 1995, p. 709

AUTHOR INDEX FOR VOLUME 24

Compiled by Kathryn E. Hoff, Editorial Assistant

Aaron, P. G., 24(3), 327–330, 345–360, 442–444.
Allinder, R. M., 24(2), 287–298.
Anderson, E., 24(2), 299–317.
Baker, S. K., 24(4), 561–578
Bardos, A. N., 24(1), 104–111.
Barrett, R. P., 24(2), 131–145.
Barrick, C., 24(2), 146–170.
Batsche, G. M., 24(4), 579–603.
BeckBest, M. A., 24(2), 287–298.
Benes, K. M., 24(4), 694–708.
Bickley, P., 24(2), 299–317.
Black, M. M., 24(2), 171–185.
Braden, J. P., 24(1), 27–35.
Bradley-Johnson, S., 24(1), 94–103.
Busse, R. T., 24(4), 648–671.
Carlson, J., 24(4), 648–671.
Covington, C. G., 24(4), 621–632.
Demaray, M. K., 24(4), 648–671.
DuPaul, G. J., 24(2), 244–257.
Eckert, T. L., 24(3), 499–511.
Erchul, W. P., 24(4), 621–632.
Farmer, J. E., 24(2), 230–243.
Felton, R. H., 24(3), 405–414.
Fish, M. C., 24(3), 458–481.
Foorman, B. R., 24(3), 376–392.
Frisby, C. L., 24(1), 9–11, 12–19.
Fuchs, D., 24(4), 604–620.
Fuchs, L. S., 24(4), 604–620.
Good, R., 24(4), 561–578.
Greene, R. W., 24(1), 81–93.
Gutkin, T. B., 24(4), 694–708.
Haefli, K., 24(2), 213–229.
Hamlett, C. L., 24(4), 604–620.
Heffer, R. W., 24(2), 258–270.
Hughes, J. N., 24(4), 621–632.
Hynd, G. W., 24(3), 415–425.
Kanause Morgan, S., 24(1), 94–103.
Kaplan-Sanoff, M., 24(2), 186–199
Karns, K., 24(4), 604–620.
Keith, P., 24(2), 299–317.
Keith, T. Z., 24(2), 299–317.
Knoff, H. M., 24(4), 579–603.
Kramer, J. J., 24(4), 694–708.
Kranzler, J. H., 24(1), 36–41 .
Kuhn, M. R., 24(3), 393–404.
LeBuffe, P. A., 24(1), 104–111.
Landau, S., 24(2), 129–130, 213–229.
Leib, S. A., 24(2), 186–199.
Leventhal, A., 24(4), 648–671.
Lutz, J. G., 24(3), 499–511.
McCallum, R. S., 24(2), 271–286.
McCullough, C. S., 24(3), 426–441.
McManus, S. M., 24(4), 648–671.
Malatesha, J. R., 24(3), 361–375.
Mee Bell, S., 24(2), 271–286.
Meyers, J., 24(4), 621–632.
Miller, G. A., 24(2), 258–270.
Naglieri, J. A., 24(1), 104–111.
Oakland, T., 24(1), 20–26.
Olson, A. E., 24(4), 648–671.
Palincsar, A. S., 24(3), 331–344.
Parrish, J. M., 24(2), 244–257.
Pepper, P. P., 24(3), 405–414.
Perry. N. E., 24(3), 331–344.
Peterson, L., 24(2), 230–243.
Phelps, L., 24(2), 129–130, 200–212.
Phillips, N. B., 24(4), 604–620.
Power, T. J., 24(2), 244–257.
Pryor, J. B., 24(2), 213–229.
Reid, R., 24(4), 537–560.
Reschly, D. J., 24(1), 45–61, 62–80.
Ricard, R. J., 24(2), 258–270.
Riccio, C. A., 24(3), 415–425.
Richardson, T. Q., 24(1), 42–44.
Ruffalo, S. L., 24(4), 648–671.
Sachs, H. T., 24(2), 131–145.
Sandberg, D. E., 24(2), 146–170.
Shapiro, E. S., 24(2), 244–257; 24(3), 499–511; 24(4), 529–536.
Sheridan, S. M., 24(4), 633–647.
Singh, K., 24(2), 299–317.
Stahl, S. A., 24(3), 393–404.
Steck, M. C., 24(4),633–647.
Swanson, H. L., 24(4), 672–693.
Trivette, P., 24(2), 299–317.
Victor, S. B., 24(3), 458–481.
Wilson, M. S., 24(1), 45–61, 62–80.

School Psychology Review
Volume 24, No. 4 1995, pp. 710–711

CITATION INDEX FOR VOLUME 24

Compiled by Kathryn E. Hoff, Editorial Assistant

Volume 24, No. 1

1. SHAPIRO, EDWARD S. Editor's Comments, 3.
2. FRISBY, CRAIG L. Introduction to The Bell Curve Commentaries, 9.
3. FRISBY, CRAIG L. When facts and orthodoxy collide: The Bell Curve and the robustness criterion, 12.
4. OAKLAND, THOMAS. The Bell Curve: Some implications for the discipline and the practice of school psychology, 20.
5. BRADEN, JEFFERY P. For whom The Bell tolls: Why The Bell Curve is important for school psychologists, 27.
6. KRANZLER, JOHN H. Commentary on some of the empirical and theoretical support for The Bell Curve, 36.
7. RICHARDSON, TINA Q. The window dressing behind The Bell Curve, 42.
8. WILSON, MARILYN S., & RESCHLY, DANIEL J. Gender and school psychology: Issues, questions, and answers, 45.
9. WILSON, MARILYN S., & RESCHLY, DANIEL J. School psychology practitioners and faculty: 1986 to 1991–2 — Trends in demographics, roles, satisfaction, and system reform, 62.
10. GREENE, ROSS W. Students with ADHD in school classrooms: Teachers factors related to compatibility, assessment, and intervention, 81.
11. KANOUSE MORGAN, SANDRA, & BRADLEY-JOHNSON, SHARON. Technical adequacy of curriculum-based measurement for braille readers, 94.
12. NAGLIERI, JACK A., BARDOS, ACHILLES N., & LE BUFFE, PAUL A. Discriminant validity of the Devereux Behavior Rating Scale–School Form for students with serious emotional disturbance, 104.

Volume 24, No. 2

1. SHAPIRO, EDWARD S. Editor's Comments, 125.
2. PHELPS, LE ADELLE, & LANDAU, STEVEN. Health-related issues in early childhood — Guest Editors' Comments, 129.
3. SACHS, HENRY T., & BARRETT, ROWLAND P. Seizure disorders: A review for school psychologists, 131.
4. SANDBERG, DAVID E., & BARRICK, CHRISTOPHER. Endocrine disorders in childhood: A selective survey of intellectual and educational sequelae, 146.
5. BLACK, MAUREEN M. Failure to thrive: Strategies for evaluation and intervention, 171.
6. KAPLAN-SANOFF, MARGOT, & LEIB, SUSAN A. Model intervention programs for mothers and children impacted by substance abuse, 186.
7. PHELPS, LE ADELLE. Psychoeducational outcomes of fetal alcohol syndrome, 200.
8. LANDAU, STEVEN, PRYOR, JOHN R., & HAEFLI, KATRINE. Pediatric HIV: School-based sequelae and curricular interventions for infection prevention and social acceptance, 213.
9. FARMER, JANET E., & PETERSON, LIZETTE. Pediatric traumatic brain injury: Promoting successful school reentry, 230.
10. POWER, THOMAS J., DU PAUL, GEORGE J., SHAPIRO, EDWARD S., & PARRISH, JOHN M. Pediatric school psychology: The emergency of a subspecialization, 244.
11. RICARD, RICHARD, J., MILLER, GALE A., & HEFFER, ROBERT W. Developmental trends in the relation between adjustment and academic achievement for elementary school children in mixed-age classrooms, 258.
12. MEE BELL, SHERRY, & MC CALLUM, R. STEVE. Development of a scale measuring student social attributions and its relationship to self-concept and social functioning, 271.
13. ALLINDER, ROSE M., & BECKBEST, MARY A. Differential effects of two approaches to supporting teachers' use of curriculum-based measurement, 287.
14. SINGH, KUSUM, BICKLEY, PATRICIA, TRIVETTE, PAUL, KEITH, TIMOTHY Z., KEITH, PATRICIA, & ANDERSON, EILEEN. The effects of four components of parental involvement of eighth-grade student achievement: Structural analysis of NELS-88 data, 299.

Volume 24, No. 3

1. SHAPIRO, EDWARD S. Editor's Comments, 323.
2. AARON, P. G. Introduction to Mini-Series, 327.
3. PALINCSAR, ANNEMARIE SULLIVAN, & PERRY, NANCY ELLEN. Developmental, cognitive, and sociocultural perspectives on assessing and instruction reading, 331.
4. AARON, P. G. Differential diagnosis of reading disabilities, 345.
5. JOSHI, R. MALATESHA. Assessing reading and spelling skills, 361.
6. FOORMAN, BARBARA R. Research on "The Great Debate": Code-oriented versus whole language approaches to reading instruction, 376.
7. STAHL, STEVEN A., & KUHN, MELANIE R. Does whole language of instruction matched to learning styles help children learn to read, 393.
8. FELTON, REBECCA H., & PEPPER, PAMELA P. Early identification of phonological deficits in kindergarten and early elementary children at risk for reading disability, 405.

9. RICCIO, CYNTHIA A., & HYND, GEORGE W. Contributions of neuropsychology to our understanding of developmental reading problems, 415.
10. MC CULLOUGH, C. SUE. Using computer technology to monitor student progress and remediate reading problems, 426.
11. AARON, P. G. Annotated bibliography for miniseries, 442.
12. SNIDER, V. E. A primer on phonemic awareness: What it is, why it's important, and how to teach it, 445.
13. VICTOR, SHERRI B., & FISH, MARIAN C. Lesbian mothers and their children: A review for school psychologists, 458.
14. KNOFF, HOWARD M., HINES, CONSTANCE V., & KOMREY, JEFFREY D. Finalizing the consultant effectiveness scale: An analysis and validation of the characteristics of effective consultants, 482.
15. ECKER, TANYA L., SHAPIRO, EDWARD S., & LUTZ, J. GARY. Teachers' ratings of the acceptability of curriculum-based assessment methods, 499.

Volume 24, No. 4

1. SHAPIRO, EDWARD S. Editor's Comments, 524.
2. SHAPIRO, EDWARD S. School Psychology Review: Past, present, future revisited, 529.
3. REID, ROBERT. Assessment of ADHD with culturally different groups: The use of behavioral rating scales, 537.
4. BAKER, SCOTT K., & GOOD, ROLAND. Curriculum-based measurement of English reading with bilingual Hispanic students: A validation study with second-grade students,561.
5. KNOFF, HOWARD M., & BATSCHE, GEORGE M. Project ACHIEVE: Analyzing a school reform process for at-risk and underachieving students, 579.
6. FUCHS, LYNN S., FUCHS, DOUGLAS, PHILLIPS, NORRIS B., HAMLETT, CAROL L., & KARNS, KATHY. Acquisition and transfer effects of classwide peer-assisted learning strategies in mathematics for students with varying learning histories, 604.
7. ERCHUL, WILLIAM P., COVINGTON, C. GAY, HUGHES, JAN N., & MEYERS, JOEL. Further explorations of request-centered relational communication within school consultation, 621.
8. SHERIDAN, SUSAN M., & STECK, MURLINE C. Acceptability of conjoint behavioral consultation: A national survey of school psychologists, 633.
9. DEMARAY, MICHELLE K., RUFFALO, STACEY L., CARLSON, JOHN, BUSSE, R. T., OLSON, AMY E., McMANUS, SUSAN M., & LEVENTHAL, AMY. Social skills assessment: A comparative evaluation of six published rating scales, 648.
10. SWANSON, H. LEE. Using the cognitive processing test to assess ability: Development of a dynamic assessment measure, 672.
11. BENES, KATHRYN M., GUTKIN, TERRY B., & KRAMER, JACK J. Lag sequential analysis: Taking consultation communication research methodology to the movies, 694.